**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson:** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Will use Minute Math to do a quick review and if needed us the Daily spiral Review. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. We would create a flipbook starting from the beginning of the chapter and continue to add new vocabulary words for each topic that we cover. 2. We will have the students write a word problem using the correct vocabulary and then switch with a partner and have them solve the problem. Randomly call on students to share their story problems with the class and have the class identify the vocabulary words is the problem and then solve it. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Working as a group they will solve a problem, after they have successfully solved the problem as a group they will share their work with the class. We will discuss different ways to solve each problem. Asking “why”, “How do you know”, “can you explain”, and “how did you get that answer?” | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Have them make a diagram to show what they already know and what they need to find. Have them practice with other problems finding the hidden question. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Have them get into groups and assign three different multiple step problems, using a different method each time. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| We will have them draw a picture to solve the multiple step problems. We will have them draw a picture for each step so they can visualize the steps as they do them. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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